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ABSTRACT

This evaluative report provides information about a remedial reading program in a Canadian school district. Various sections of the report deal with the following areas: the purpose of the evaluation project; procedures and sample; major findings according to remedial reading teachers, two groups of taxpayers, remedial reading pupils, and classroom teachers and principals; a statistical analysis of the results concerning magnitude of reading growth, reading comprehension, rates of gain, vocabulary, and total reading; conclusions; implications for further research; and recommendations. Appendixes contain data sheets for students and a reading attitudes inventory. (FL)

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A FORMATIVE EVALUATION

OF THE

REMEDIAL READING PROGRAM

IN

NIPAWIN SCHOOL UNIT # 61

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by

Ralph D. Fram

University of Saskatchewan

Saskatoon 1978

S.S.T.A. Research Centre Report No. 59

A report with recommendations prepared under the auspices of the Saskatchewan School Trustees Association Research Centre

December, 1978

Note: The opinions expressed in this report are those of the authors and may or may not be in agreement with SSTA officers or trustees, but are offered as being worthy of consideration by those responsible for making decisions.

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ACKNOWLEDGEMENTS

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The writer wishes to acknowledge this support and that of the children, classroom teachers, remedial reading teachers, principals, and ratepayers who gave freely of their time to participate in this project. Special appreciation is extended to Margaret Reich, Reading Consultant in the unit, for her assistance in defining the population. With her help, the writer's task has been made orderly and pleasant. The writer is also indebted to Dr. M. P. Scharf, Professor, College of Education, University of Saskatchewan, for his contribution to the analysis of data.

THE MOST SIGNIFICANT FINDING

The remedial reading program currently in operation in Nipawin School Unit # 61 enjoys widespread support on the part of rate-payers, classroom teachers and principals, remedial reading teachers, and pupils who were or are enrolled in the program from 1972 to 1978.

The average scores for the sub-tests and for the total Gates - MacGinitie Reading Test for the 267 pupils studied were higher than the test norms. The magnitude of test scores for remedial reading pupils was less than that of the test scores for pupils not receiving remedial instruction. However, the rate of gain made by the remedial reading pupils (especially that made by grade repeaters) leads the writer to conclude that the program has been of positive benefit to those pupils. Development in reading and personal development through reading have occurred.

PURPOSE OF THE PROJECT

The purpose of this project was to answer the following six questions:

1) what is the magnitude of reading growth made year by year by pupils enrolled in the remedial reading program in the period 1972 - 1978 compared with pupils who pursued a regular reading program during this period?
2) how do the two groups compare year by year in terms of rate of gain?

(Questions 1) and 2) above refer to the six-year group.)

3) what is the magnitude of reading growth made year by year by pupils enrolled in the remedial reading program in the period 1974 - 1978 compared with pupils who pursued a regular reading program during this period?
4) how do the two groups compare in terms of rate of gain?

(Questions 3) and 4) above refer to the four-year group.)

5) what are the attitudes toward the program of ratepayers (parents and non-parents), classroom teachers, remedial reading teachers, principals, and present and past pupils enrolled in the program?
6) what recommendations can be offered the program in terms of:
   a) selection of pupils for the program,
   b) materials and program development,
   c) termination of pupils in the program,
   d) transition of pupils to a regular reading program the first year after termination and in succeeding years, and,
   e) the professional needs of the remedial reading teachers?

PROCEDURES AND SAMPLE

The initial and most critical task in this project was to identify those pupils who entered Grade One in the Nipawin School Unit in September 1972, who remained pupils within the unit for six consecutive years (regardless of grade placement), and whose Gates - MacGinitie Reading Test results were complete. Such pupils completed six years of schooling at the end of June 1978.* The same criteria were used to identify those pupils who entered Grade One in September 1974 and completed four years of schooling at the end of June 1978.** The 267 pupils who were so identified were categorized as:

a) normal progressives (N = 179 and hereafter referred to as Group 1),

b) normal progressives plus remedial reading (N = 66, and hereafter referred to as Group 2), or

c) grade repeaters plus remedial reading (N = 22, and hereafter referred to as Group 3.)

Once the sample was identified, the remaining procedures could be implemented.

First, a data sheet was completed for each of the 267 students, using one of the two data sheets included in Appendix A and relevant data among the records in the unit office.

Second, a group interview and eight individual interviews were held with the eight remedial reading teachers. At the former, the reading consultant was present.

Third, sixteen ratepayers within the unit were chosen for an interview. Eight of these ratepayers were parents of children enrolled in the program at some point in the past six years.

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* This group will hereafter be referred to as the six-year group.

** This group will hereafter be referred to as the four-year group.

Fourth, sixteen students in Grades 4, 5, and 6 who had previously been enrolled in Remedial Reading were randomly chosen for personal contact by the writer. Each child completed the San Diego Inventory of Reading Attitude. Because of time constraints only fourteen were able to participate in a structured interview.

Fifth, approximately forty classroom teachers and principals were interviewed by the writer in size units ranging from one to a maximum of ten and in situations of varying informality.

Finally, requests for factual information were occasionally asked of the Director of Education, the Supervisory Assistant, the Reading Consultant, and the Secretary-Treasurer of the unit.

MAJOR FINDINGS

The major findings of the study are grouped below according to the sources of the information.

REMEDIAL READING TEACHERS

Among the findings were:

- From September to November of their Grade One year, students' progress in reading is monitored through daily work and informal tests.
- All students are exposed to approximately the same instructional program during this time.
- No readiness test is given.
- Students who do not progress satisfactorily and yet possess average intelligence are the prime candidates for remedial reading instruction.
- Such instruction is provided on a one-to-one basis and in groups of three to five students, and consists, on the average, of four 30 - minute sessions per week.
- Instruction does not continue beyond the fall of Grade Four because of new grade one students entering the program.
- The majority of students leave the program at varying points during their first two school years.
- Students in Grades Two and Three are accepted to remedial reading if space in the program permits and if the children possess average intelligence. Students are retimetabled as desirable.
- A variety of teacher-made and commercial materials are used.

The writer observed each remedial reading teacher at work in his/her respective school.

RATEPAYERS

The attitudes of the ratepayers toward the remedial reading program are best represented by the following comments from parents of present and former remedial pupils:

- The program has made a difference. I don't know where she'd be if she didn't have it. She's more interested in reading and reads by herself just about every night. The extra attention has helped her settle down.
- She never felt like giving up. She always enjoyed going. They just helped make her better. She could just as easily stayed in Grade One another year.
- There's no stigma. The individual attention makes a difference.
- He would talk about it when he'd get home. I feel that as long as he was interested enough to talk about it he must have learned something.

All were unanimous in their support of the program.

The remaining ratepayers were also unanimous in their support. Among their comments were:

- Why pottery when kids need to have reading?
- It's a good idea for the children who need it. I feel there should be two (remedial) teachers and children would do even better.
- I've never heard anything bad about it. If I had a child who was a slow reader, I would be pleased to have them in the program.
- You could say it's a frill, but it isn't. Reading is the basis of all learning.

The only negative feeling expressed by both groups of ratepayers was the lack of help for children in Division II.

REMEDIAL READING PUPILS

The results of scoring the San Diego Inventory of Reading Attitude are presented in Table 1.

Table 1

Results of the San Diego Inventory of Reading Attitude.

Numbers of Males	Numbers of Females	Raw Scores	Stanines	Interpretation
-	-	25	9	Superior
-	1	23 - 24	8	Above
1	-	21 - 22	7	Average
-	1	19 - 20	6	
2	-	16 - 18	5	Average
2	4	13 - 15	4	
1	2	10 - 12	3	Below
1	1	7 - 9	2	Average
-	-	0 - 6	1	Poor

Among the more significant items and their responses were:

1) Do you think that you are a poor reader?

Yes	5	(31%)
No	11	(69%)

2) Are you interested in what other people read?

Yes	13	(81%)
No	3	(19%)

3) Do you think that you are a good reader for your age?

Yes	11	(69%)
No	5	(31%)

4) Do you like to read the newspaper?

Yes	10	(63%)
No	6	(37%)

5) Do you like to talk about books you have read?

Yes	13	(81%)
No	3	(19%)

6) Does reading make you feel good?

Yes	13	(81%)
No	3	(19%)

7) Do you feel that reading time is the best part of the school day?

Yes	8	(50%)
No	8	(50%)

A copy of the instrument is found in Appendix B.

Among responses to the structured interview were:

1) Remedial reading has helped me:

a) a great deal	11	(79%)
b) much	2	(14%)
c) some	-	
d) little	1	(7%)
e) not at all	-	

2) I usually found the classes to be:

a) very interesting	6	(43%)
b) interesting	8	(57%)
c) of some interest	-	
d) of little interest	-	
e) of no interest	-	

3) Did Remedial Reading in any way change your attitude toward reading?

a) Yes	13	(93%)
b) No	1	(7%)

Comments:

I felt a better reader.

I was able to learn more things.

I never liked reading much but now I can hardly keep out of books.

I didn't know how to express words. Now I can.

It gave me more interest in characters in books.

You could read words faster and I felt better.

4) I am glad I took Remedial Reading.

a) Yes	14	(100%)
b) No	-	

CLASSROOM TEACHERS AND PRINCIPALS

The attitudes of this group are best represented by the following summary.

1) unanimous support for the program and a belief that the time and monetary expenditures were wise ones where a chance for gain existed
2) concern about the effects of cutbacks which will occur during 1978 - 1979 and which may continue in future years
3) a desire to have services of the remedial reading teachers made available to students in Division II
4) a desire for more flexible use of the remedial reading teachers within individual schools and less outside control
5) a recognition of the increased flexibility of the remedial reading teacher's role over the past six years.
6) a belief that the remedial reading program has contributed to both academic and social development of children
7) a belief that the personality and attitude of the remedial reading teacher is important to both the students and the classroom teacher.

STATISTICAL ANALYSIS

Statistical analyses of the data yielded similar answers for questions 1 and 3 and for questions 2 and 4 (see Purposes of the Study). In other words, whether students were members of the six-year or the four-year group proved to be irrelevant in terms of magnitude and rate of reading growth. Consequently, questions 1 and 3 will be combined and given one answer irrespective of time. The same procedure will be followed for questions 2 and 4, again in the interests of clarity and brevity.

Magnitude of Reading Growth

The magnitude of growth made by each of the three groups of pupils are presented in terms of vocabulary, comprehension, and total reading scores as measured by the Gates - MacGinitie Reading Test.

Vocabulary

The magnitude of reading growth - vocabulary is presented in Table 2.

Table 2

Descriptive Statistics of Vocabulary Grade Scores By Year Placement And Group

	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R
GROUPS 1	179	2.83	0.52	1.40 3.50	179	4.21	0.68	1.50 5.20	179	5.10	0.85	2.90 7.10	179	5.43	1.19	2.40 10.30	69	7.21	1.76	3.70 11.80	69	7.95	1.69	5.00 11.80
2	66	2.30	0.50	1.30 3.80	66	3.70	0.80	1.50 4.90	66	4.11	0.74	2.30 5.90	66	4.44	0.74	2.70 6.50	26	5.58	1.15	3.50 8.00	26	6.31	1.15	4.50 8.80
3	22	1.53	0.61	0.0 2.70	22	2.61	0.83	1.50 5.00	22	3.34	0.59	2.40 4.70	22	3.93	0.68	2.60 5.30	13	4.00	0.69	2.70 4.70	13	5.12	1.06	4.00 7.60
Total	266	2.59	0.55	0.0 3.80	267	3.85	0.90	1.50 5.20	267	4.71	0.99	2.30 7.10	267	5.06	1.19	2.40 10.30	108	6.43	1.90	2.70 11.80	108	7.22	1.82	4.00 11.80

For each of the three groups alone and all three groups together at each year's testing point, the table gives the number of students, the mean or average grade score, the standard deviation, and the range of scores (the lowest and highest score in the group).

When reading this table and ones that follow, one should remember that:

1. The word "year" refers to year of school and always equals "grade" for groups 1 and 2. However because every member of group 3 repeated at least one of grades 1, 2 or 3, "year" does not equal grade after Grade 1.
2. The smaller number of students in Grades 5 and 6 occurs because the four-year group only completed Grade 4 in June 1978 and because the four-year and six year groups have been combined.

Figure 1 presents the mean or average grade vocabulary scores year by year for each of the three groups separately and compares these vocabulary scores with the overall average of the three groups together and with the expected vocabulary grade scores. When reading this figure and ones that follow one should remember that grades 1, 2 and 3 were tested in May and grades 4, 5 and 6 in October. Consequently, the test points for grades 3 and 4 are close together. Furthermore, because group 3 consisted of grade repeaters their fourth test score was really a grade three score and consequently their May - October closeness does not appear until their fifth year in school.

Figure 1 illustrates that:

1. Both groups 1 and 2 scored higher than expected in Grade 1 and maintained such superiority until October of their sixth school year. In other words, these two groups performed better on the vocabulary sub-test than the group used to standardize the Gates - MacGinitie Reading Test.
2. Group 3 began below the norm group and never surpassed it. However, the group did make vocabulary gains each year.
3. Because of the large number of pupils in group 1 and because of the magnitude of their scores, the average vocabulary score for all the pupils in this study remained above the norm scores at each of the six test points.

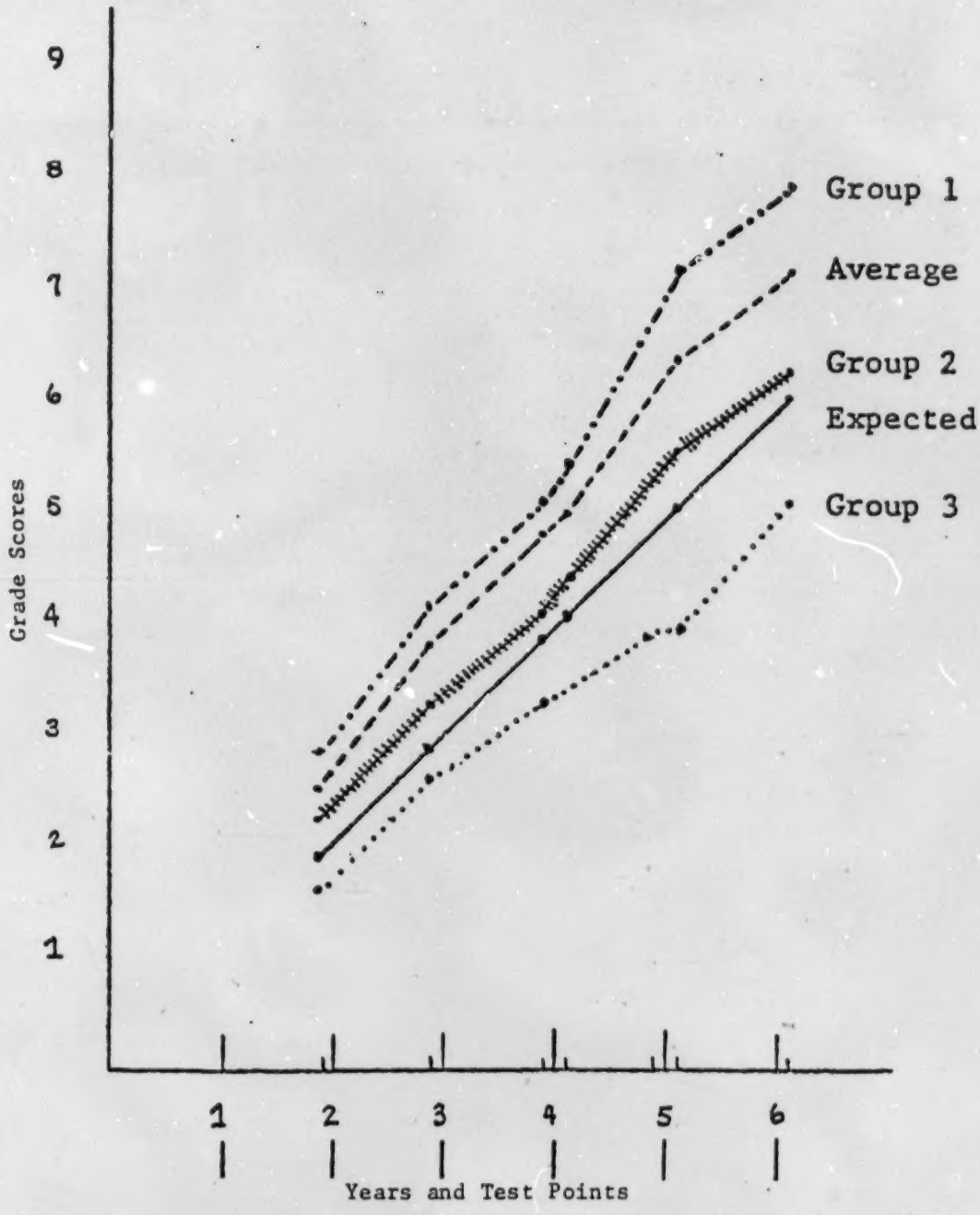

Figure 1

Comparison of Vocabulary Grade Scores by Year Placement and Group

Comprehension

The magnitude of reading growth comprehension is presented in Table 3. The data are presented under the same headings as used in the preceding section on vocabulary.

Table 3

Descriptive Statistics of Comprehension Grade Scores by Year Placement and Group

	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R
Group 1	178	2.82	0.62	1.40 3.70	179	4.10	0.77	1.40 5.40	179	5.16	0.99	2.20 7.00	178	5.08	1.43	1.60 11.60	69	7.00	2.01	3.60 11.90	69	8.44	2.24	3.60 11.90
Group 2	65	2.05	0.49	1.30 3.60	66	3.13	0.76	1.40 5.10	66	3.84	1.02	1.60 6.20	66	3.77	0.80	1.60 5.50	25	5.09	1.24	3.10 8.80	25	5.23	1.27	4.10 8.80
Group 3	21	1.48	0.58	0.0 2.50	22	2.44	0.66	1.50 3.70	22	3.18	0.94	1.60 5.60	22	3.70	0.87	1.80 5.60	13	3.51	0.67	2.50 4.70	13	4.70	1.67	3.10 8.10
Total	264	2.53	0.74	0.0 3.70	267	3.73	0.95	1.40 5.40	267	4.67	1.22	1.60 7.00	266	4.64	1.40	1.60 11.60	108	6.12	2.14	2.50 11.90	108	7.46	2.41	3.10 11.90

Figure 2 presents the mean or average comprehension grade scores year by year for each of the three groups separately and compares these comprehension scores with the overall average of the three groups together and with the expected comprehension grade scores.

Figure 2 illustrates that:

1. Group 1 scored higher than expected in Grade 1 and maintained such superiority until October of their sixth year. In other words, Group 1 performed better on the comprehension sub-test than the group originally used to standardize the Gates - MacGinitie Reading Test.
2. Group 2 scored higher than expected in Grades 1 and 2 but fell below the performance of the norm group in Grades 3 and 4 and very slightly below in Grade 5. In Grade 6 Group 2 surpassed the norm group.
3. Group 3 began below the norm group and never surpassed it. However, the group did make comprehension gains on each test except at the May - October test point of their fifth school year.

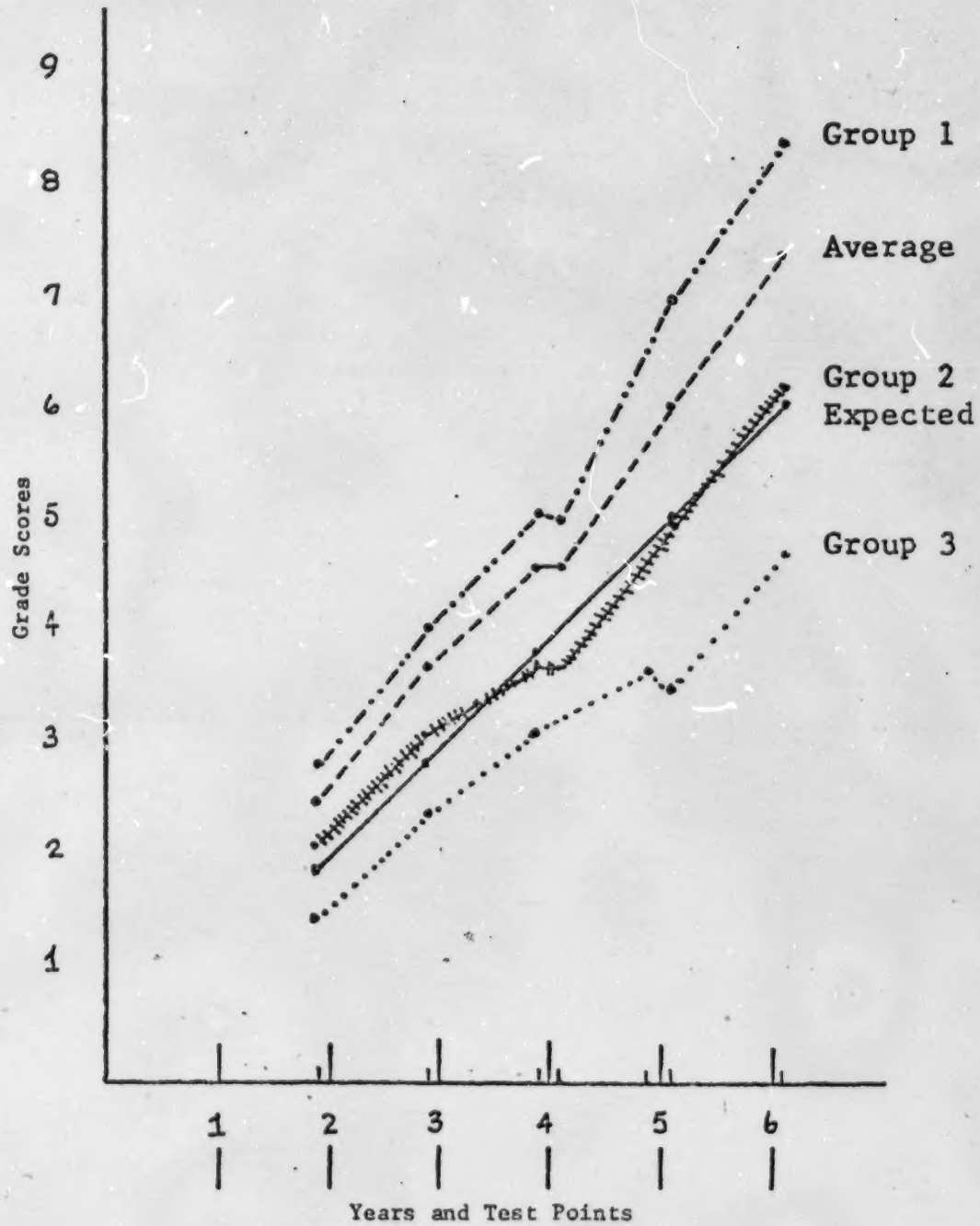

Figure 2

Comparison of Comprehension Grade Scores by Year Placement and Group

4. Again, because of the large number of pupils in Group 1 and because of the magnitude of their scores, the average comprehension score for all the pupils in this study remained above the norm scores at each of the six test points.

Total Reading

Table 4 and Figure 3 present the magnitude of overall growth.

Table 4

Descriptive Statistics of Total Reading Grade Scores by Year Placement and Group

	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R	N	$\bar{X}$	SD	R
GROUPS 1	178	2.84	0.53	1.60 3.60	179	4.17	0.66	1.50 5.30	179	5.15	0.82	2.60 7.10	178	5.27	1.20	2.00 11.00	69	7.12	1.75	3.70 11.90	69	8.23	1.78	4.40 11.90
2	65	2.20	0.44	1.40 3.40	66	3.21	0.70	1.70 4.90	66	4.01	0.82	2.00 6.00	66	4.12	0.69	2.30 5.80	26	5.35	1.06	3.40 7.50	26	6.29	1.05	4.30 8.30
3	22	1.44	0.65	0.0 2.60	22	2.54	0.68	1.60 3.90	22	3.28	0.71	2.30 5.30	22	3.87	0.74	2.20 5.40	13	3.76	0.61	2.70 4.60	13	4.93	1.17	3.70 7.10
Total	265	2.56	0.68	0.0 3.60	267	3.80	0.87	1.50 5.30	267	4.71	1.05	2.00 7.10	266	4.87	1.20	2.00 11.00	108	6.29	1.92	2.70 11.90	108	7.37	1.98	3.70 11.90

The data are presented under the same headings as used in the preceding sections dealing with vocabulary and comprehension. The total reading data are merely averages of the vocabulary and comprehension data presented in this section. Whereas Groups 1 and 2 performed better than norm group, Group 3 always remained below the performance of the norm group.

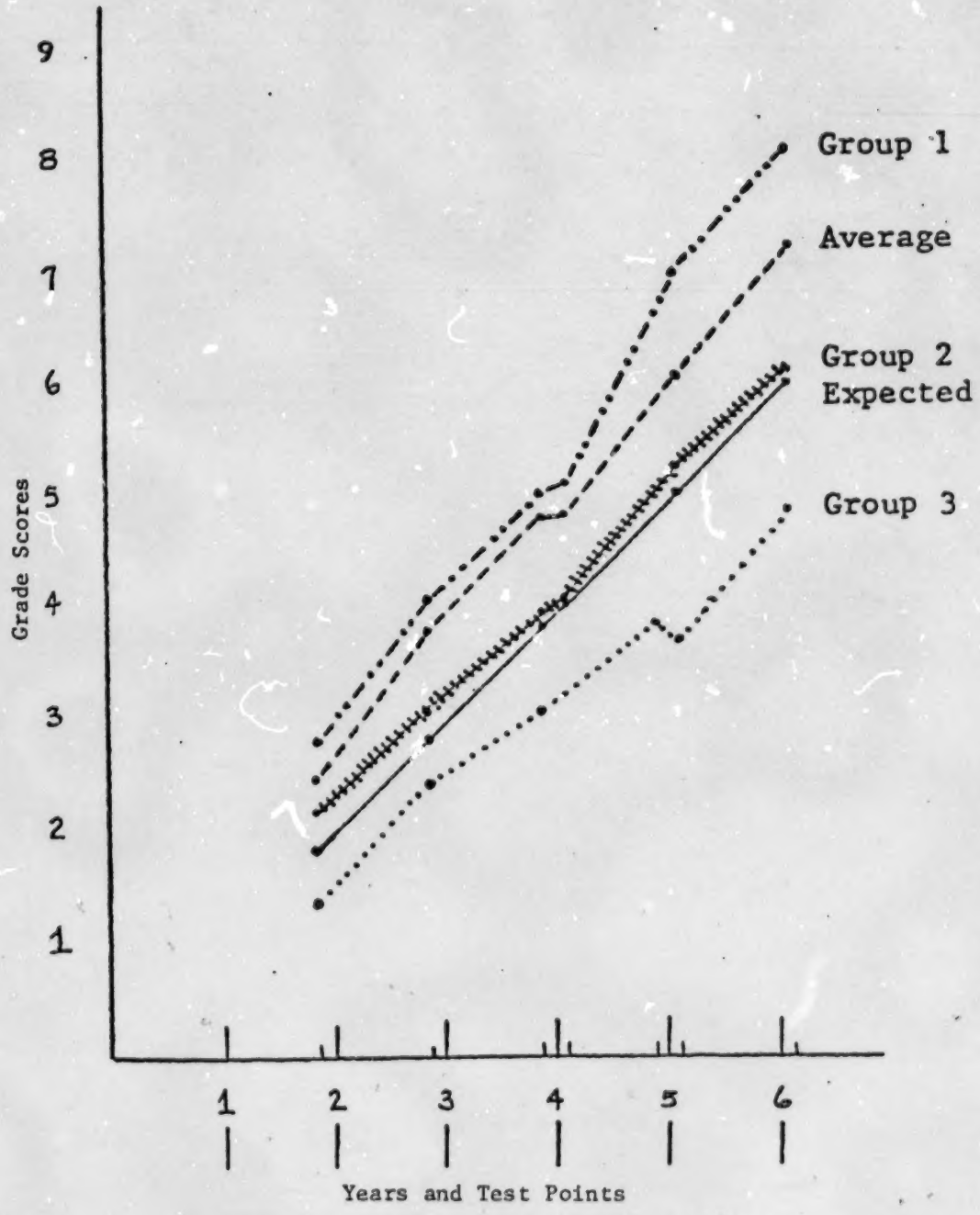

Figure 3

Comparison of Total Reading Grade Scores by Year Placement and Group

Rates of Gain

The rates of gain made by each of the three groups of pupils are presented in terms of vocabulary, comprehension, and total reading scores as measured by the Gates - MacGinitie Reading Test. The crude gains made by each student each year on each sub-test and on the total test have been applied to a residual gain formula. This analysis was applied to correct for regression to the mean and to yield a truer indication of rates of gain.

Vocabulary

The rates of gain in vocabulary are presented in Figure 4. Each group presents a different profile and proceeds at varying rates from test point to test point.

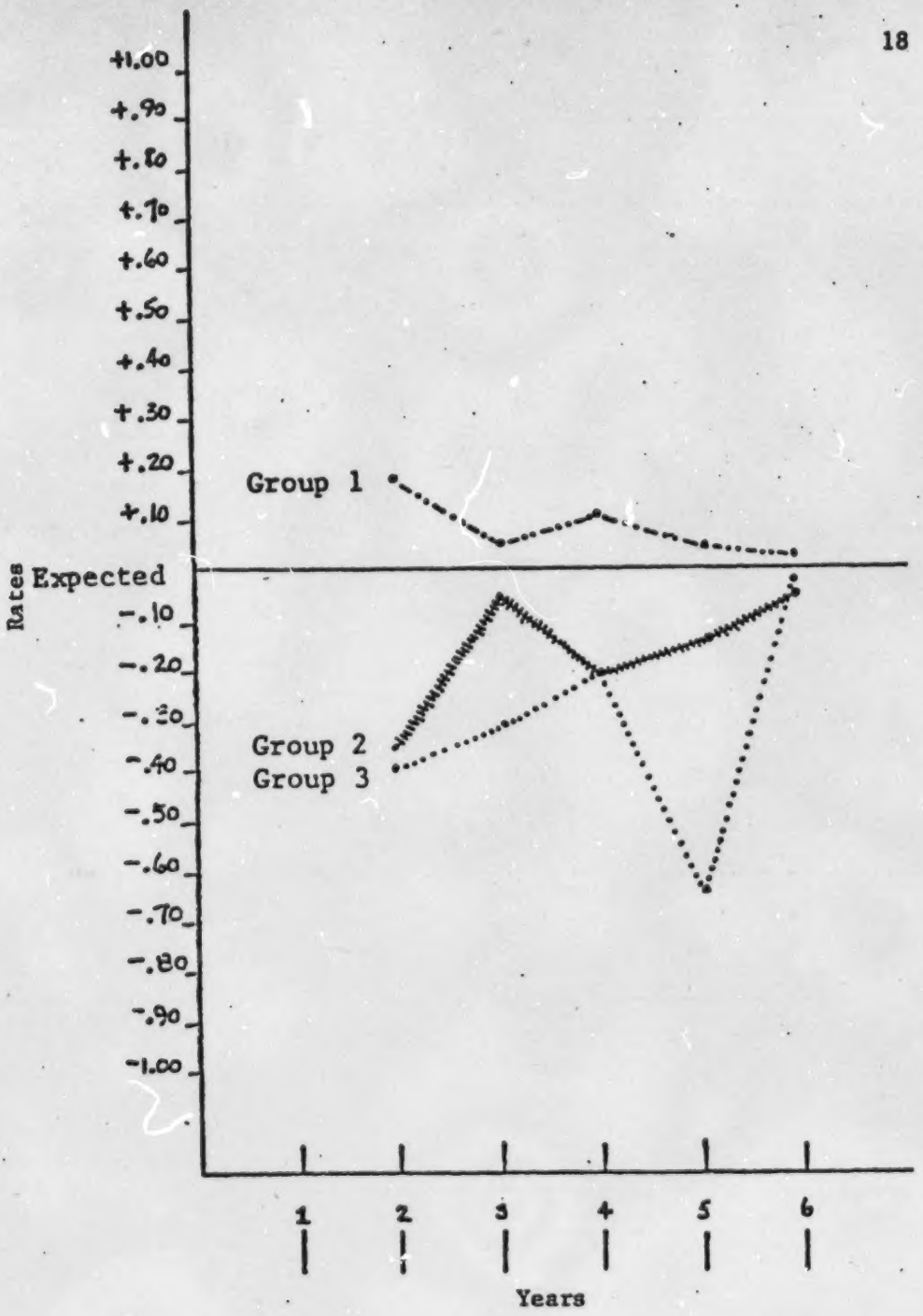

Figure 4

Comparison of Vocabulary Gain Rates by Year and Group

Group 1 gained at a faster rate than expected (or average) rate between May of Year One and May of Year Two. Groups 2 and 3 each gained at a slower than expected rate during this time period.

Between May of Year Two and May of Year Three, Group 1 decreased in rate whereas Groups 2 and 3 each gained, Group 2 doing so at a faster rate than Group 3.

Between May of Year Three and October of Year Four, Group 1 increased in rate and Group 2 decreased. However, because Group 3 is comprised of grade repeaters, those pupils were at most in Grade 3 and were consequently tested in May. During their fourth school year that group continued to increase in rate of gain. Moreover, group three was progressing at the same rate as group two.

Group 3 was next tested the following October and decreased in rate sharply. However, the corresponding points for Groups 1 and 2 represent the rates of gain between October of Grade 4 and October of Grade 5. Group 1 was decreasing whereas Group 2 was increasing.

Between October of Grade 5 and October of Grade 6. Group 1 decreased slightly in rate and Group 2 continued to increase. Group 3's rate is now based on the October, Grade 4 and October Grade 5 scores and reflects a sharp increase in rate that exceeds Group 2's rate.

Comprehension

The rates of gain in comprehension are illustrated in Figure 5. Again each group presents a different profile and proceeds at varying rates from test point to test point.

Group 1 gained at a faster than expected (or average) rate between May of Year One and May of Year Two. Groups 2 and 3 each gained at a slower than expected rate during this time period.

Between May of Year Two and May of Year Three, Groups 1 and 2 decreased in rate increased in rate and actually surpassed Group 2's rate.

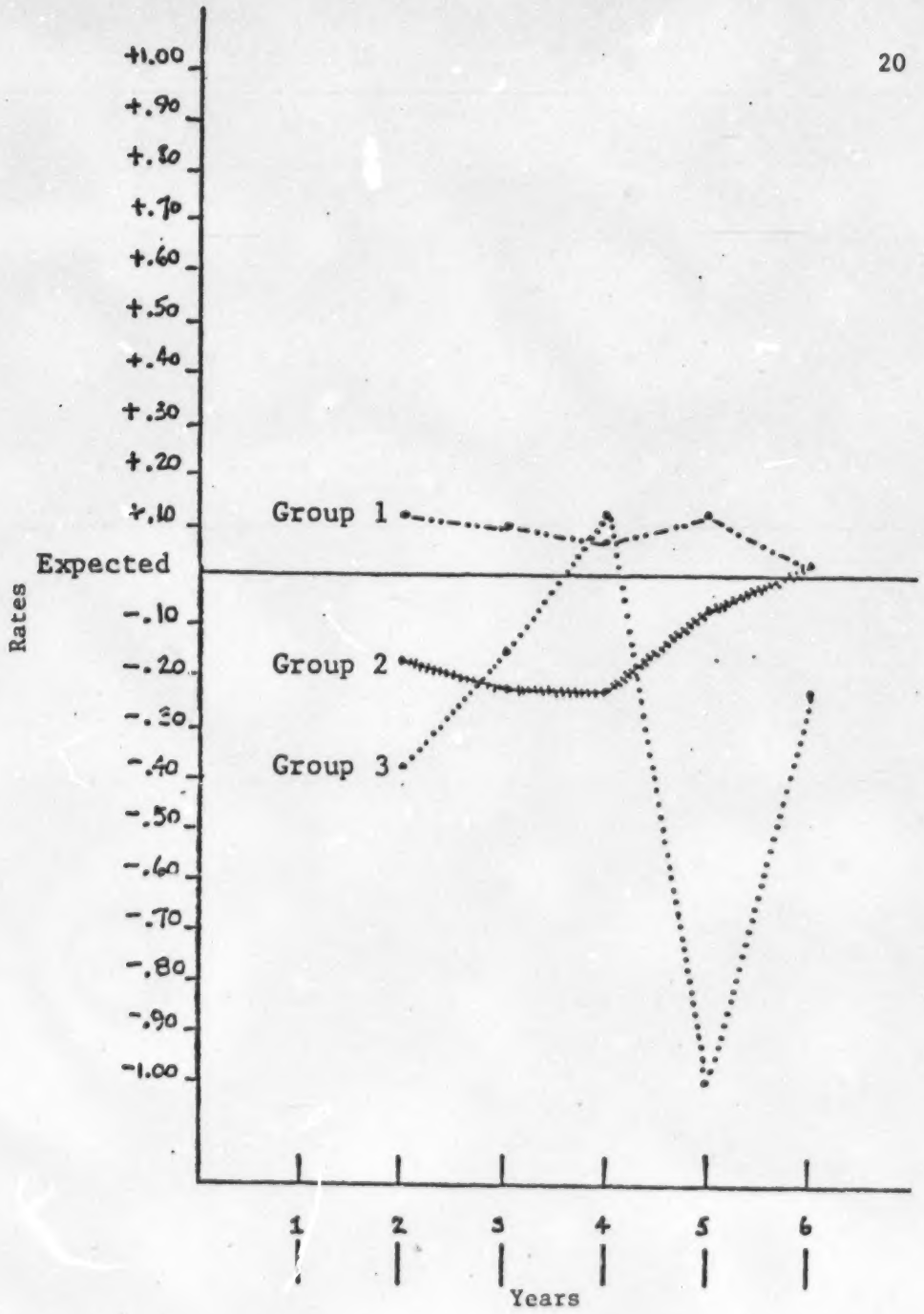

Figure 5

Comparison of Comprehension Gain Rates by Year and Group

Between May of Year Three and October of Year Four, both Groups 1 and 2 declined slightly in rate. However, because Group 3 is comprised of grade repeaters, those pupils were at most in Grade 3 and were consequently tested in May. During their fourth school year that group continued to increase in rate of gain. Moreover, Group 3's rate was .01 less than the best rate Group 1 showed over the six years.

Group 3 was next tested the following October and decreased in rate sharply. However the corresponding rates for Groups 1 and 2 represent the rates of gain between October of Grade 4 and October of Grade 5. Both groups increased in rate.

Between October of Grade 5 and October of Grade 6, Group 1 decreased in rate and Group 2 continued to increase. Indeed Group 2's rate was .01 less than Group 1's. Group 3's rate is now based on the October, Grade 4 and October, Grade 5 scores and reflects a sharp increase in rate.

Total Reading

Figure 6 presents the rates of gain for the total reading scores, that is, the average of the vocabulary and comprehension data presented in this section.

Group 1 gradually declines in rate of growth.

Group 2 increases in growth to the end of Grade 3. The decline in growth between May of Grade 3 and October of Grade 4 is offset by an increase that culminates in Group 2 surpassing Group 1 between Grades 5 and 6.

Group 3 increases in rate year by year until the scores of May of Grade 3 and October of Grade 4 are examined. The resulting sharp decline is offset the following year by a recovery in rate that very closely approximates an average rate of gain.

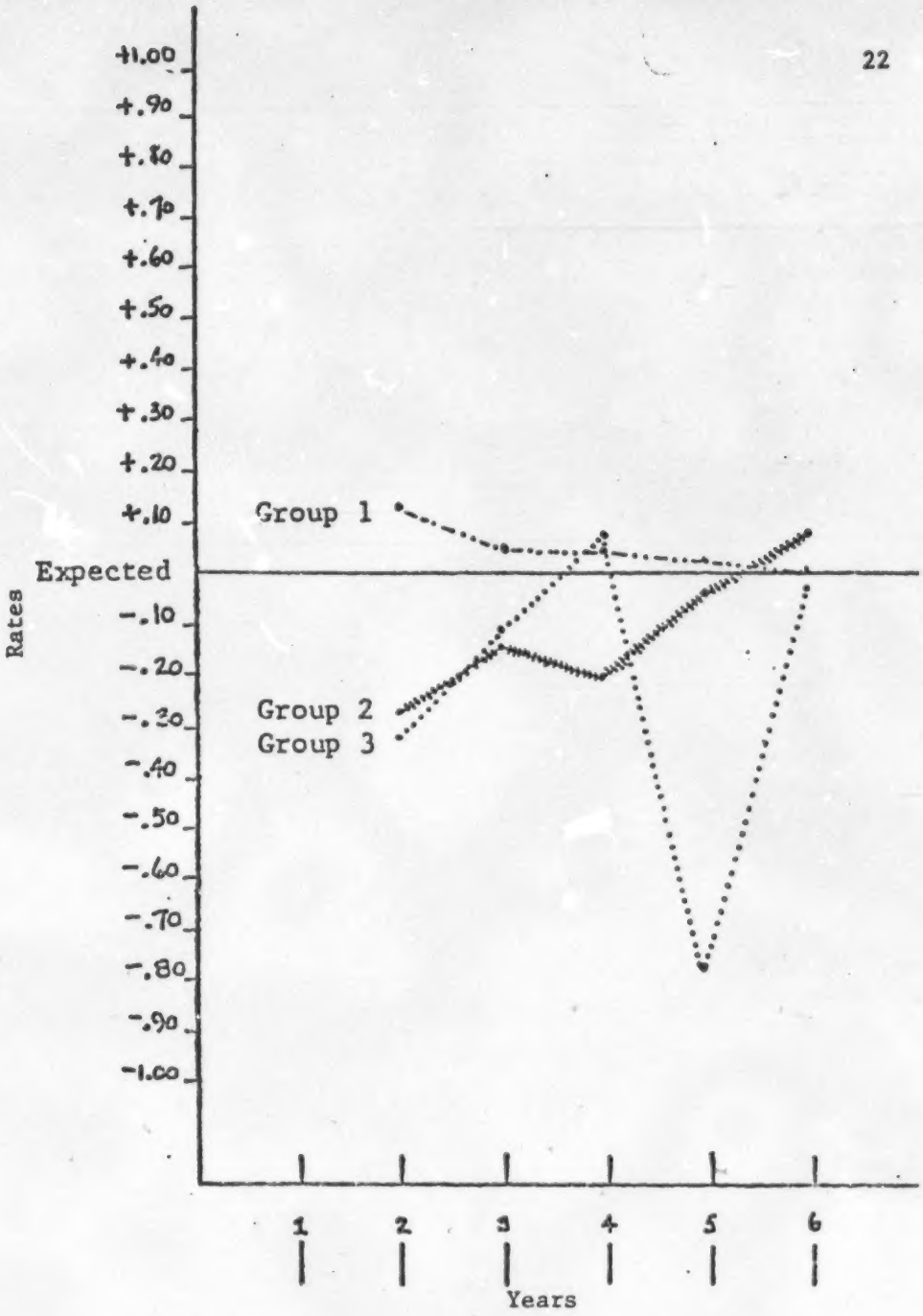

Figure 6

Comparison of Total Reading Rate by Year and Group

RELATED VARIABLES

The influence of sex, intelligence, reason for entry into remedial reading, the length of stay in the program, and reason for exit were examined by one-way and three-way analyses of variance. The findings were insufficient for the writer to relate any of these variables to either the magnitude or the rate of gains made by pupils.

CONCLUSIONS

Among the conclusions the writer wishes to emphasize are:

1. The remedial reading program currently in operation in Nipawin School Unit # 61 enjoys widespread community and professional support.
2. Pupils who were interviewed or who were observed receiving instruction appear to enjoy the program and feel no stigma because of such attendance.
3. On the average, the pupils in this study are reading above the norms of the standardized test used in the unit.
4. Normal progressives made larger gains than the remedial pupils, but the rates of gain made by the remedial pupils were greater than those of the normal progressives.
5. The interruption of instruction over the summer months slowed the progress of all the remedial pupils, but especially the grade repeaters.
6. The six characteristics of remedial reading programs deemed important in the research literature appear. in the Nipawin Unit's program:
   6.1) pupils of elementary age,
   6.2) pupils of normal intelligence,
   6.3) pupils from middle socio-economic backgrounds,
   6.4) experienced teachers,
   6.5) teacher-pupil ratio of not more than 1:4, and
   6.6) a program lasting 50 hours or more.

IMPLICATIONS FOR FURTHER RESEARCH

During the past decade, approximately twenty longitudinal studies of remedial reading programs have been reported in the literature. These studies do not provide prescriptions but rather a pattern of characteristics that has been given in the Conclusions section. Guthrie, Seifert, and Kline have observed:

> We cannot conclude that all six characteristics must be present before a remedial program can succeed. We cannot even be sure that these factors indeed account for the success of the programs. And, we certainly must not conclude that on the basis of these comparisons, it is futile to expect good results from any program that does not treat elementary students of normal intelligence who come from middle socio-economic homes, etcetera. Rather, we can say only that these six characteristics were common among those few studies reviewed here as effective remedial programs.[1]

The present will contribute to that body of knowledge. The writer commends the administrative and teaching staffs in the unit for the consistent and complete data that enabled this study to be undertaken. Another decade may well provide us with more specifics.

Relative to Unit # 61, the writer recommends that data continue to be recorded so that the future progress of these 267 students may be followed. The writer also recommends that a written description of the materials and methodologies used in the program be developed to aid future examinations of remedial reading and to ensure future continuity.

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1 John T. Guthrie, Mary Seifert, and Lloyd W. Kline, "Clues from Research on Programs for Poor Readers," What Research Has to Say about Reading Instruction, (Newark, Delaware: International Reading Association, 1978), p. 7.

RECOMMENDATIONS

The following recommendations are made:

1) because of the achievement of the remedial reading pupils, the writer recommends that the program continue to operate
2) because of the regression in achievement of the grade repeaters plus remedial reading group after Grade 3, and because of the potential benefits for Division II pupils, who, in the remedial teacher's judgment, would profit where feasible from such instruction, the writer recommends that the program be extended to the end of Division II.
3) because of the consequent demands on the time of the remedial reading teachers and because of the ever-present need to spend money with prudence and restraint, the writer recommends that alternatives to entry to the remedial reading program such as kindergarten and extended readiness programs be examined as alternate methods of early intervention for some primary grade children.
4) because the qualifications of the remedial reading teachers do not completely meet the content recommended by the International Reading Association, the writer recommends that the qualifications of the remedial reading teachers be enhanced by more knowledge about the process of reading, the role of materials, and various methodologies.
5) because of the lack of parental contact with the program, and because of the potential for good that lies therein, the writer recommends that parental contact with the remedial reading program be fostered and channelled to the benefit of the children involved.
6) because of the goodwill and the professional growth that has ensued in the past, the writer recommends that remedial reading positions continue to be staff rather than line

positions.

7) because of the need for articulation of the remedial reading program within individual schools and between schools in the unit, the writer recommends that, despite desirable flexibility implied in 6) above, the philosophy and curriculum for remedial reading in the unit be committed to paper by the remedial reading teachers.

8) because "reading to learn" is of more importance than "learning to read" and because of the benefits of practice in reading as opposed to reading skills alone, the writer recommends that throughout the unit public and school library resources combine efforts to promote reading for both pupils and parents alike.

9) because of the widespread belief that school systems are not producing competent readers, the writer recommends that the findings of this report be communicated to rate-payers in the unit.

10) because of the negative connotation associated with the word "remedial" and because the word cannot logically be applied to primary graders, the writer recommends that a more positive phrase (such as "reading resources program"/ "reading resources teacher") be adopted.

11) because of the importance of all programs having a philosophy and because the remedial reading program is predicated upon guidelines, the writer recommends that the six characteristics cited earlier in this report continue to be used as guidelines and a partial philosophy.

12) because complaceny and closemindedness are universal human characteristics that may ensue from success, the writer recommends that all individuals concerned with reading in the unit continue to pursue excellence in the teaching of reading.

APPENDIX A

Data Sheets for Students
Entering Grade One in either 1972 or in 1974.

NAME _____ SEX _____ SCHOOL _____

GP:	72/73		73/74		74/75		75/76		76/77		77/78			
IQ:	72/73		73/74		74/75		75/76		76/77		77/78			
Entered:														
PMES:	72/73		73/74		74/75		75/76		76/77		77/78			
PMIS:	72/73		73/74		74/75		75/76		76/77		77/78			
Exited:														

		Vocabulary							Comprehension								Composite				
	RS	SS	CG	RG	GS	CG	RG	RS	SS	CG	RG	GS	CG	RG	SS	CG	RG	GS	CG	RG
End of year 1																				
2																				
3																				
Beginning of year 4																				
5																				
6																				

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NAME _____ SEX _____ SCHOOL _____

GP: 74/75 _____ 75/76 _____ 76/77 _____ 77/78 _____ 78/79 _____ 79/80 _____

IQ: 74/75 _____ 75/76 _____ 76/77 _____ 77/78 _____ 78/79 _____ 79/80 _____

Entered: _____

PMRS: 74/75 _____ 75/76 _____ 76/77 _____ 77/78 _____ 78/79 _____ 79/80 _____

PMIS: 74/75 _____ 75/76 _____ 76/77 _____ 77/78 _____ 78/79 _____ 79/80 _____

Exited: _____

			Vocabulary						Comprehension								Composite				
		RS	SS	CG	RG	GS	CG	RG	RS	SS	CG	RG	GS	CG	RG	SS	CG	RG	GS	CG	RG
End of year	1																				
	2																				
	3																				
Beginning of year	4																				
	5																				
	6																				

APPENDIX B

San Diego Inventory of Reading Attitude

INVENTORY OF READING ATTITUDE

Name _____ Grade _____ Boy Girl
Last first middle

School _____ Teacher _____

Date Today _____
month day year

TO BOYS AND GIRLS:

This sheet has some questions about reading which can be answered Yes or No. Your answers will show what you normally think about reading. After each questions is read to you, circle your answers.

Instructions to Pupils

Draw a circle around the word Yes or No, whichever shows your answer.

Sample A

Yes No Do you like to read?

If you like to read, you should have drawn a circle around the word YES in Sample A; if you do not like to read, you should have drawn a circle around the word NO.

Sample B

Yes No Do you read as well as you would like to?

If you read as well as you would like to, you should have drawn a circle around the word YES in Sample B; if not, you should have drawn a circle around the word NO.

Yes	No	1.	Do you like to read before you go to bed?
Yes	No	2.	Do you think that you are a poor reader?
Yes	No	3.	Are you interested in what other people read?
Yes	No	4.	Do you like to read when your mother and dad are reading?
Yes	No	5.	Is reading your favorite subject at school?
Yes	No	6.	If you could do anything you wanted to do, would reading be one of the things you would choose to do?
Yes	No	7.	Do you think that you are a good reader for your age?
Yes	No	8.	Do you like to read catalogues?
Yes	No	9.	Do you think that most things are more fun than reading?
Yes	No	10.	Do you like to read aloud for other children in school?
Yes	No	11.	Do you think reading recipes is fun?
Yes	No	12.	Do you like to read the newspaper?
Yes	No	13.	Do you like to tell stories?
Yes	No	14.	Do you like to read all kinds of stories.
Yes	No	15.	Do you like to answer questions about things you have read?
Yes	No	16.	Do you think it is a waste of time to make rhymes with words?
Yes	No	17.	Do you like to talk about books you have read?
Yes	No	18.	Does reading make you feel good?
Yes	No	19.	Do you feel that reading time is the best part of the school day?
Yes	No	20.	Do you find it hard to write about what you have read?
Yes	No	21.	Would you like to have more books to read?
Yes	No	22.	Do you like to read hard books?
Yes	No	23.	Do you think there are many beautiful words in poems?
Yes	No	24.	Do you like to act out stories you have read in books?
Yes	No	25.	Do you like to take reading tests?

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